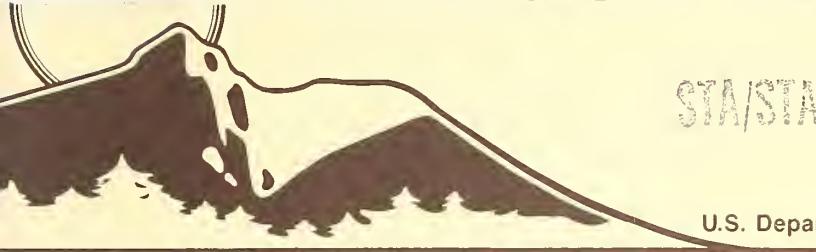


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## REGIONAL FORESTER HEADS SUCCESSFUL NATIONAL LABOR NEGOTIATIONS

A management/union negotiating team, that included Regional Forester Stan Tixier, has drafted a new, three-year agreement on management-union relations. The agreement between the Forest Service and the Forest Service Council, National Federation of Federal Employees (NFFE), covers 17,000 Forest Service employees—including about 1,000 of Region 4's 3,000 employees.

Negotiations took only 2 1/2 weeks, unlike most federal union-management negotiations which can drag on for months. This "reflects the constructive, problem-solving approach to personnel management between NFFE and the Forest Service," said Dale Nelson from Washington Office

Personnel Management.

The agreement outlines procedures for grievances and dealing with employees during cutbacks and reorganizations, said Virginia Comella, Region 4 Employee-Management Labor Relations Specialist, who was a technical observer at the negotiation sessions. Specific provisions will be released once the Department of Agriculture formally approves the agreement.

The agreement doesn't cover pay, life insurance, health benefits and other employee matters established under statute.

*\*Stan Tixier, (M) Team Leader; and Lyle Compton, (U) (NFFE) Forest Service Council President, conclude negotiations with a handshake. Also seated at the table are Dale Nelson, (M) Chief Spokesman, WO; and Dorothy Courtain, (U) Region 6. Behind them are John Gruber, (U) Region 9; Virginia Comella, (M) Region 4; Linda Capriotti, (U) Region 6; Melba Sorenson, (U) Region 6; Louis Sinniger, (U) Team Leader and Chief Spokesman; and Judy Lyons, (M) WO. In the back row are Steve Deitemeyer, (M) Region 6; Earl Nelson, (U) WO; Steve Kirby, (U) National Representative and Tim Walker, (M) WO. Photo by Phil Johnson, Interpretive Services Coordinator, IO-RO.*

*\*M—Management;  
U—Union.*



It also doesn't cover all employees. Most nonsupervisory Regional Office employees are covered by the agreement, whether they belong to NFFE or not, Comella said. Excluded are personnel specialists, guards and anyone who supervises another employee. The Intermountain Research Station has no NFFE representation and isn't covered by the agreement.

Eight Region 4 Forests—the Boise, Bridger-Teton, Challis, Dixie, Fishlake, Manti-LaSal, Payette and Salmon—are covered by the agreement. Depending on the Forest, the agreement may cover professional, nonprofessional, full time only, temporary and/or a variety of employees. "It gets complicated," Comella said. "If you're in doubt about whether you're covered, check with your personnel officer."

This complexity stems back to the grassroots beginnings of Forest Service organized labor. "Before 1979, the Forest Serv-

ice had many small locals organized on a Forest basis," Comella explained. "The only things they could negotiate were those within the Forest Supervisor's authority." In the late 1970's, federal unions began to consolidate and, in 1979, NFFE was certified as the representative for a Service-wide consolidated agreement.

Comella, formerly from the WO, worked on the first national NFFE/Forest Service agreement executed in 1980. The 1986 agreement is the third. The major accomplishment of the negotiations, so far, has been clarifying the working relationship between union and management, she said. "This latest agreement outlines a very workable relationship."

Cindy Chojnacky  
Information Office



## REGIONAL FORESTER'S MESSAGE

*We can be proud of Forest Service involvement in education here in the Intermountain Region. We have had a long and fruitful history of participation in both natural resource education with the public and internal education for our employees. This issue of the Reporter will highlight some of the programs and people involved.*

*Emphasis of educational programs may have changed over the years, but determination to educate the public about our environment has remained. Conservation/education programs of the 1950's-1960's were characterized by "Forest Rangers" visiting classrooms, giving talks, and showing slides and films on soil erosion, forest fires, grazing, logging and wildlife. "Smoky Bear" school programs were assigned and carried out as a regular part of the resource management job.*

*In the early 1970's, the "Investigating Your Environment" (IYE) program was launched and teachers were trained at environmental education (EE) workshops to involve their students in collecting and analyzing relevant data about forests, plants, streams, soils and wildlife. Educators that we worked with during that period helped the American Forest Institute develop the highly successful "Project Learning Tree" (PLT) program now being used in 44 states.*

*In 1981, a fresh assessment of needs brought a different focus to natural resource education. The Natural Resource and Environmental Education (NREE) program focuses on natural resource issues building on IYE's successes. Much public media attention is being given to Region 4's new "Tread Lightly" educational programs. They are designed to help all-terrain vehicle (ATV) users better understand their responsibilities to the land and other Forest users. This decade has also seen the development of excellent programs and support material that can aid in our resource educational efforts. For example, Project WILD is an excellent wildlife educational tool. Other programs focus on soil, water, plants, energy conservation, and combinations of these topics packaged for different grade levels. Eight of these programs are described in this issue.*

*Other educational involvements are less obvious. Since 1969, the annual Educators Tour, co-hosted with the Intermountain Research Station and the Northern Region, has involved Deans and faculty of forestry and natural resource schools. Internally, the Continuing Education "Delta Team" is charting a variety of courses to help employees stay competitive in a variety of skill areas, both traditional and new.*

*The Forest Service has an inherent responsibility to help the public, especially young people, understand natural resource management. Now, more than ever, we need to make clear our commitment to natural resource education. It is part of our jobs and we need to find ways to accommodate it.*

J. S. TIXIER  
Regional Forester

## R-4 EMPLOYEES TO HELP PIONEER “BEYOND PUBLIC SERVICE” EFFORT

The Information Office (IO) is looking for some people who want to go “beyond public service.”

IO and Utah State University (USU) consultants are designing a special “mini” course to aid Forest Service employees in “going beyond”—giving members of the public more than they expected.

Dr. Emil Bohn defines that as “service that is unexpected, lacks any immediate reward for the Forest Service and occurs spontaneously and naturally.” Bohn, USU communications professor, is developing the “Beyond Public Service” mini-module.

It’s the first installment of an IO project to develop short helps for employees on communication. IO staffers Chip Cartwright and Cindy Chojnacky hope to recruit some Region 4 employees to help pilot test and publicize this first learning module, which Bohn will have ready by late fall.

Based on the pilot-testing, the module will be revised, finalized and made into a self-contained package distributed Agency-wide for use by all employees. USU and IO will develop additional modules as funding permits. The Washington Public Affairs Office (PAO) is footing the bill for the project; IO and USU will develop the materials.

The project is aimed at implementing findings of the “Communication Awareness/Discussions” report, a national effort led by Region 4. The report, based on interviews with people from a variety of backgrounds who know the Forest Service well, recommended ways to strengthen the Forest Service’s relationship with the public.

Virginia Benson (WO-PAO) asked Cartwright and Chojnacky to develop mini-modules based on the report. These will be short “user-friendly” packages usable by any employee in settings ranging from Management Team meetings to seasonal field staff briefings to self-learning sessions.

Region 4 was selected to develop the modules because Regional Forester Stan Tixier initiated the “Communications Awareness” study and the Region has led in implementing many of its recommendations.

Cartwright and Chojnacky chose USU for professional help because its communications department and Bohn specialize in organization communication. Bohn also consults with private and government organizations on customer service, conflict negotiation, problem solving, listening, team building and other areas of organization change. Bohn thinks his five summers as a seasonal on a Region 5 National Forest, surveying the Pacific Crest Trail and fighting fires, also give him some insight into Forest Service field-level problems.

Bohn and Bill Adams will develop the module. Adams is principal partner in Max-Comm Associates, a firm specializing in managing organization change. Their first product will utilize

informal discussion, brainstorming and some video clips to expose participants to the “idea that the Forest Service must view the public as a customer,” Bohn says.

Bohn’s module will help participants define what “customers” expect in various situations and come up with ways to exceed those expectations. “For instance, if you pulled into a campground and it was full, what if a Forest Service employee not only told you about campgrounds available at the next Forest or State Park but also offered to call ahead and make reservations for you?” he suggests.

The module will focus on one other important component—improving relations inside the Forest Service so employees feel more partnership in the organization and its mission. This has to happen before exceptional customer service comes naturally, Bohn says.

Bohn and Adams’ second module will emphasize employee relationships with people from minority cultures and backgrounds different than their own. Simulations, discussions and aids will help participants work through strategies to arrive at a “win-win” relationship with different people.

Bohn says people often have a “win-lose” or scarcity mentality, “that assumes there’s only so much to go around and we’re all fighting for it,” he says. “Win-win is an abundance mentality—the idea that by working together there will always be enough for everyone.” He compares this attitude to viewing the world through the small end of a snowcone cup “so the world opens up. But most people will look through the big end of the snowcone. The world keeps getting smaller and smaller.”

“The only way we can work successfully with groups other than ourselves is to establish an abundance mentality, and work together to exceed our expectations.”

Bohn plans to interview Region 4 employees at all levels to help him customize the modules to fit Region 4’s unique situation and communication needs.

Cartwright and Chojnacky also hope to get some employee consultants to help make sure the products are useful. “We really need people from all levels to ride herd on us so we develop something usable—not just another top-down great idea that was developed in a vacuum and nobody really needs,” Cartwright explains.

He urges employees interested in the project to call him at 625-5355 or Chojnacky at 625-5254. “We’re trying to develop a support group to help us sell some new ideas on communication.” The support group will be kept informed on project progress, help evaluate the first “pilot” courses and—when the product is found to be useful—help market it Agency-wide.

Cindy Chojnacky  
Information Office



## ALPINE: 1986—BACK TO THE FUTURE

In its eleventh year, the Alpine Natural Resource Education Conference was "back to basics" in its design with inclusion of activities and investigations that were used in the early 1970's. It worked! The participants, representing such diverse places as Boston, Chicago, Atlanta, Las Vegas, Tempe and Washington, DC, rated very highly both the selection of content and methods used. Here are some of the sessions offered this year:

**—A PROCESS AND PROBLEM-SOLVING APPROACH:** After working on three group problems, people identified factors which helped and hindered participation.

**—INVESTIGATING A STREAM ENVIRONMENT:** Based on the kinds and amount of aquatic insects they collected, participants speculated on the water quality and then validated their findings with a water test kit. They also measured the stream and calculated the number of people the stream could support for municipal use. Discussions dealt with how watershed changes could change the amount and quality of water available.

**—INVESTIGATING ANIMAL HABITATS:** After identifying three different habitats, people collected evidence of wildlife on each and compared similarities and differences. They then determined animal adaptations for food gathering by sorting sample skulls. They ended-up by designing their own animal with adaptations suited to a hypothetical environment.

**—INVESTIGATING A FOREST ENVIRONMENT:** After studying sample tree cross sections, people found that inferences about past events could be made by "reading the rings." They used this knowledge to read increment borer cores of some nearby trees and designed a study to determine why some trees grew slow or fast. They ended up by identifying cycles in a decaying stump and doing a sketch of it using natural art materials (bark, soil, leaves, flowers, etc.).

**—INVESTIGATING A SOIL ENVIRONMENT:** People learned how to test, describe, and measure the soil layers (horizons) present and then used that information to plan a house site with septic tank, road and garden, using soil stability,

drainage, fertility, etc., as criteria.

**—NATURAL RESOURCE ENVIRONMENTAL EDUCATION:** Participants examined educational material designed to help solve resource management problems (our Tread Lightly program) and then developed an outline for materials necessary to increase public understanding of the grizzly bear issue.

**—LOGGING OPERATION FIELD TRIP:** People visited an active timber sale involving removal of decaying overstory with a well established understory. They observed good and bad examples of directional felling and a variety of skidding methods.

**—INTRODUCTION TO PROJECT LEARNING TREE (PLT):** Participants experienced a number of representative activities from the PLT Activity Guides. The activities ran the gamut from heightening environmental awareness to enhancing informed decisionmaking about lifestyles. They addressed issues from social, economic, and environmental perspectives in a wide variety of teaching and learning modes.

**—INTRODUCTION TO LEARNING STYLES:** People examined the Gregorc (University of Connecticut) materials which explain learning preferences in terms of "Abstract/Concrete" on one axis and "Sequential/Random" on the other. Participants determined their own learning style preference and looked at ways to better meet the needs of all kinds of learners.

**—FACILITATOR DRILLS:** In groups of five, each participant facilitated a brief activity and discussion they had designed. Each session was recorded (cassette) and group members gave constructive feedback to each facilitator. People found that they didn't have to be an expert in science or natural resource management to design and lead good activities and discussions about the environment.

The Alpine Natural Resource Education Conference is held at the Eastern Idaho 4-H Camp near Alpine, Wyoming, the third week of June each year. It is co-sponsored by the Idaho Department of Education, Idaho State University and Intermountain Region of the Forest Service. □

## INTERN PROGRAM EXPLAINED

Few of the 32 participants at the weeklong Alpine Natural Resource Education Conference realized that while they were participating in an activity led by one of the staff, that staff person, more than likely, was learning how to conduct that activity. The staff person probably was being tutored, observed and about to receive detailed feedback on performance. It happens so smoothly that few ever notice, and that is an important aspect of the intern program according to Workshop Co-Director Vern Fridley.

The workshop began in 1976 and each year a training team observes and discusses every participant. By the end of the week four to eight "intern candidates" have been selected. Selection is based on some characteristics that potential facilitators often possess such as showing concern for people, handling stress, thinking on their feet, and staying neutral in leading discussions.

If a candidate accepts the offer, he/she attends a "Facilitator Skills" weekend workshop in the spring and, if an acceptable amount of progress occurs, he/she is paired with an experienced team member to help conduct portions of that year's workshop.

"There are about 90 Training Team members now active in Region 4 that have progressed through this "internship" program," Fridley said. These folks, mainly teachers, are often available to help Forests and Ranger Districts plan and conduct education programs in their local communities. For names and addresses of people in your area contact Vern Fridley (RO-IO). □

## “TREAD LIGHTLY” HUNTER SAFETY EDUCATION PACKETS DESIGNED

The ethics of all-terrain vehicle (ATV) use are stressed in a variety of educational materials soon to be available through the Utah hunter safety program run by the Division of Wildlife Resources.

Each year, 20,000 Utah youth take hunter safety training in order to obtain their first hunting license. “It is extremely important that this targeted audience be taught about responsible use of ATV’s since over 60 percent of this group will use those vehicles to hunt during their teenage years,” according to Vern Fridley, Regional Environmental Education Officer.



Carol Ann Jensen (right), an Ogden area teacher, discusses ideas with Forest Service Graphics Designer Susan McDaniel. Carol Ann was contracted to develop the finished materials for the hunter safety supplement. Initial work was provided by Margaret Pettis, a Salt Lake City junior high teacher.

Some of the educational tools being developed are:

### For The Hunter Safety Instructor

- Tread Lightly filmstrip and audio tape.
- Instructor supplement—“How to Incorporate the Education Program into the Hunter Safety Program.”
- A local National Forest travel map.
- The Tread Lightly brochure for Utah.
- Sample of the Tread Lightly stickers available.
- Forty\* student kits (folders).
- Forty\* student quizzes.
- Forty\* completion certificates.
- Forty\* wallet cards (Tread Lightly Pledge).

\*A typical class is 36-40 kids.

### For The Hunter Safety Student

- An information packet containing stories, games and puzzles.
- A local travel map.
- The Tread Lightly brochure.
- Forest Service Office Directory.

“It is planned that students who complete this training and successfully pass the quiz can take their certificates of completion to their local Ranger Station where they will be offered a choice of Tread Lightly stickers for their individual machines. Colorful stickers are available for 3-wheelers, quad-wheelers, 4-wheel pickups, and snowmobiles,” according to Cliff Blake, Regional ATV program coordinator. □

## BUD HAMILTON TO RETIRE

Burl L. (Bud) Hamilton retired from the Forest Service on August 30 after 23 years of service.

Bud’s entire career was spent on the Challis National Forest where he served as an animal packer, blaster, firefighter, fire control officer, forestry technician, fire overhead team member and fire management officer. He retired as a supervisory forestry technician on the Middle Fork Ranger District.

Middle Fork District Ranger Gary Fullmer paid tribute to Bud by saying, “Bud is a hard working, knowledgeable, dedicated and dependable person who will be missed by his fellow Forest Service employees and the people from the public sector that he has worked with. People like Bud Hamilton are the “backbone” of our Ranger District.”

“The knowledge of this District’s resources and operation that Bud has gained during his career is something that is not easily replaced,” stated Fullmer.

Following his retirement, Bud and his wife, Sharon, will remain living in Challis where they plan to fish, hunt, ride horses, and farm “for a living.” They also plan to do a bit of grandchildren-sitting. They have two children at home which will help to keep them busy. □

## NATURE PROGRAMS

Scout Mountain visitors looked inside the life histories of trees the evening of July 13 when Elsie Frazier\* hosted the nature program at the amphitheater there.

The Syringa Elementary school-teacher had "tree cookies" with her—slices of trees that expose their annual rings and show what happened to the trees during their lives. She explained how the rings show when trees survived forest fires or droughts, or had growth spurts during



Elsie Frazier, Caribou N.F.

times of increased moisture or decreased competition from surrounding plant life.

She also led a short hike through the Justice Park area to let people identify the trees growing there: Douglas and sub-alpine fir, aspen, and Rocky Mountain and Utah junipers, mountain and big-toothed maples, and even some wild cherry. During the hike, Frazier bore some trees to show comparisons in growth patterns.

This was one program in a series of evening nature programs at the Scout Mountain amphitheater sponsored by the Environmental Educators of Southeast Idaho and the Caribou National Forest. Other programs will be on the history and culture of the Shoshone-Bannock tribes and on wildlife refuges in the area.

*\*Elsie Frazier is current President of Environmental Educators of Southeast Idaho and a member of the Intermountain Environmental Education Training Team. This year, she helped conduct both the Alpine Conference and the Sawtooth Workshops.* □

## THE MIDDLE FORK

*I am the River and I am the Boss. I am mightier than you frail humans. I demand respect and, if not rendered, I will show you my wrath.*

*If your boatmen do poorly and challenge my authority, I will slap you with my waves, turn over your boats and dismiss you with my granite rocks.*

*However, if you treat me with piety and respect and demonstrate your expertise, I will surely pass you through with dignity and pride and you will remember me fondly forever.*



THE 4 HORSEMEN OF THE MIDDLE FORK:

Ray Cullinane,  
Bill Paddock,  
Ted Anderson, and  
Brad Merrill-Exton

*These 4 passed with dignity and pride.* □

## GOOSEBERRY THIRD-GRADE FIELD TRIP

by Sue Southwick\*

Eight years ago, three third-grade teachers went to Fishlake National Forest offices with the idea of taking their classes on an overnight camp. They approached Dick Allred, Richfield District Ranger, and Hale Hubbard, Administrative Officer in the Supervisor's Office, with their idea. Working as a team, they developed one of the best hands-on learning experiences in the State. In the past two years, every third grader in the Sevier School District has been included in the program.

Mike Stubbs from the District Office has acted as coordinator. Things run smoothly and parents sign up in advance to go with their third graders. They usually have one parent for every two or three students.

Some people may think subjects such as wildlife biology, soil science, engineering, archaeology, hydrology, astronomy and fire prevention are too tough for third graders, but the beautiful outdoor classroom is used as a basis for these and many other subjects taught throughout the year. Teachers, parents, students and Forest Service personnel look forward to this annual event.

Dr. Richard Peterson, recently retired science specialist for the State of Utah, made the following comments about the Gooseberry program: "Learning to understand the environment in this way helps relate to things that take place in real life. It is different from a schoolroom, but relationships still exist. A first-hand experience like this is really the best way to learn. What make this such an indelible experience is that it is so personal."

Educators involved with this program—the teachers,

principals, and superintendent—feel this is an outstanding educational experience and hope it can continue for a long time. The cooperation has been outstanding between the community, educators, parents, Bureau of Land Management, Soil Conservation Service, Forest Service, private citizens and other organizations. A positive relationship has developed with everyone involved.

\*Sue Southwick is a third-grade teacher at Ashman Elementary School in Richfield, Utah.



Third-grade students enjoying annual outing at Gooseberry Camp on the Fishlake National Forest. □

## FORESTS CONTRIBUTE TO IDAHO FIREFIGHTING EFFORTS

About 1,210 employees from Region 4 National Forests spent the last half of August in Idaho and they weren't on vacation.

Most were helping fight major fires on the Boise or Payette National Forests ignited by an August 10 dry lightning storm. Major fires included the Goodrich Fire on the Payette; and the Garden Valley, Anderson Creek, Deadwood and other fires on the Boise. Every Forest in the Region contributed, sending 760 firefighters, 450 overhead personnel and equipment and supplies. The massive firefighting effort called for a number of fire specialists as well as pilots, dispatchers, infrared interpreters, truck drivers, mechanics, camp helpers, DG operators, status recorders, receiving and distribution clerks, time recorders, medics, commissary workers and procurement specialists.

The big push started a few weeks earlier for some Regional firefighters, who had already been dispatched to the Northwest in late July to fight major fires in eastern Oregon. Some went directly to Idaho from Oregon. One employee was on fire duty 31 days, although most worked about three weeks.

In addition, other Forest Service Regions helped fight the fires. A total of 4,033 personnel, including 166 crews, were on Region 4 fires during peak activity. By late August, all large fires were contained, aided by some rain showers that spread across Idaho late in the month. Most people were sent home by the end of August; a few crews remained through early September to do mop up work. □

## NEW WOODSY THE OWL PROGRAM

by Jean Ross\*

My kindergarten children learned so much from the new Woodsy Owl Program this spring that I can't wait to start it again next year!

I teach two classes of 27 children in West Valley City, Utah. Our class was one of seven pilot testing the program. Even with a full schedule (we use the Open Court reading and health/math programs), I feel that teaching respect for our natural resources is very important.

One day, the students collected litter around our school and made a collage from it as part of a Woodsy Owl lesson. Sarah, one of the students, later said she told her parents not to litter anymore. Parents told me their children were picking up litter everywhere they went. A persistent child is hard to ignore.

There are many other equally valuable lessons in the Woodsy Owl Program. They teach about water, air, land, and noise pollution.



The new Environmental Education Leader's Kit will help Woodsy Owl spread the word.

My kindergarten children really enjoyed the beginning lessons. They help make children aware of the environment around them. In one activity, children used a paper "picture frame" which they held at arms length and looked through it at the ever-changing picture they saw as they moved around outside. Clint was amazed that the sky looked so pretty. Susan couldn't believe the number of bugs she could see in the grass. Bob was thrilled with the blossoming lilac bushes. Kirsten called the rest of the class over to see her "worm." Never has a dead, dried-out worm on broken blacktop been so admired. The children all noticed much more than they had when we took the walk without our frames earlier in the year. What a terrific way to focus their attention on our world!

We ended our program by having Woodsy Owl visit our classroom. What a hit! The children had watched the Woodsy Owl movie, "Help Woodsy Spread the Word," and had learned the songs using the records and songsheets from the kits. During Woodsy's visit, the children sang the songs and showed their before and after water pollution pictures with pride. They told Woodsy all about their discoveries.

When Woodsy asked the class, "What are some types of noise pollution they had found. Bryce said "swearing." He had gone beyond the lesson and was thinking about other ways to make our environment a better place.

"In Utah, I see such beautiful sights, but am dismayed often-times to see the amount of litter. I hope, spreading the word now to children will help us to have a world of environmentally-conscious adults later. Give a Hoot!"

\*Jean Ross teaches at Academy Park Elementary in West Valley City, a suburb of Salt Lake City, Utah.

Jean was one of seven classroom teachers in Idaho and Utah who volunteered to use the new Woodsy Owl Instructors Kit and to complete evaluations relating their usefulness. REGION 4 THANKS ALL SEVEN TEACHERS FOR THIS SERVICE! □

## LIFESTYLE

### Tight Collars Put a Squeeze on Vision....

Cornell University researcher Susan Watkins has found that tight shirt collars (a half inch too small is all it takes) can put a significant squeeze on the finer workings of the retina by restricting blood flow to the head. "For anyone whose work depends on his vision—pilots, bus drivers, machine operators, even someone working with a typewriter or computer—the degree of impairment caused by a tight shirt collar could be significant," Watkins said. □

### CREDIT

Vern Fridley, Environmental Education Officer in the Information Office (RO), deserves much of the credit for this issue. He collected or wrote many of the articles.

## EDUCATORS TOUR: A LOOK FROM A USER'S POINT OF VIEW

I recently returned from the 1986 Educators Tour which focused on grizzly bear habitat management in the Greater Yellowstone Ecosystem. Earlier tours I have been on focused on such widely varying themes as "Anadromous Fisheries and Riparian Habitat Management," "Dispersed Recreation and Wild and Scenic River Management," and "Range and Watershed Management Issues in Central Utah." As I reflect on the significance of such tours from the perspective of a user/participant, two points deserve special attention.

First, the tours temporarily remove us from the ivory tower from which we most often observe (and comment upon) the management policies and practices of the Forest Service. The opportunity to focus for two or three days on a single theme and to talk to the many people who are involved "on the ground" broadens our perspectives and often (but not always) improves our analyses and critiques of agency practices. The complexity of the issues surrounding forest land management is obvious to all observers, but looking from the bottom up introduces subtle nuances not otherwise apparent even to trained researchers. In my own case, this has meant more informed, if not less critical, commentary in both my lectures and writing.

Second, the informal atmosphere surrounding the trips has proven conducive to "listening and learning" on the part of

both sponsors and participants. Agency personnel often become defensive when policies are attacked in publications or news media. It seems that it is much easier for a Regional Forester or Forest Supervisor to "listen" to comments and questions from a group of potential agency critics when enjoying a sack lunch on a shared log far from the Regional Office or Forest headquarters. And the ivory tower "critics" don't seem to feel the need to "shout" their message. Two-way communication replaces what too often has been a reactionary process.

For the past two years, we, educators, have voluntarily paid much of the personal expense of the trips (including travel, lodging, and meals). The value, from our point of view, is obvious. I would recommend, however, that more teaching and research faculty be given the opportunity to participate in the future. The "Educators Tour" could be improved by broadening participation to include one or more non-academic critics knowledgeable about the theme of the tour. After all, much learning takes place outside the classroom and not all "educators" have faculty positions at the universities.

Richard M. Alston  
Willard L. Eccles Fellow and  
Presidential Distinguished Professor of Economics



## SUMMARY OF EDUCATOR TOURS (1969 TO PRESENT)

1969	TETON NATIONAL FOREST	Multiple use plans; recreation and timber management
1970	BOISE AND PAYETTE NATIONAL FORESTS	Management in the Idaho Batholith
1971	WASATCH-UINTA NATIONAL FORESTS	Mountain-valley relationships
1972	TOIYABE NATIONAL FOREST	Tahoe Basin planning (included Region 5)
1974	SAWTOOTH NATIONAL FOREST	Sawtooth National Recreation Area accomplishments
1975	CARIBOU-TARGHEE NATIONAL FORESTS	Phosphates and mountain pine beetles
1976	MANTI-LASAL/FISHLAKE NATIONAL FORESTS	Oil, coal development and range management
1977	PAYETTE NATIONAL FOREST	Land management plans and river management
1978	FLATHEAD NATIONAL FOREST	Timber production and utilization (Region 1)
1979	BRIDGER-TETON NATIONAL FOREST	Allocation of forest resources
1980	INT (MISSOULA)	Fire management in the 1980's
1981	FISHLAKE/MANTI-LASAL NATIONAL FORESTS	Range and energy developments
1983	IDAHO PANHANDLE NATIONAL FORESTS	Wildlife and timber management (Region 1)
1985	BOISE-SAWTOOTH NATIONAL FORESTS	Anadromous fisheries management
1986	GALLATIN NATIONAL FOREST-YELLOWSTONE PARK	Threatened and Endangered Species (grizzlies and wolves)

## REGION HIRES SPECIALIST, LAUNCHES CONTINUING EDUCATION EFFORT

Anna Jean (A.J.) Skeen's job is to implement a shared vision.

A.J., the Region's first Continuing Education Program Manager, came on board in March to develop a program recommended last year by the Regional Delta Team on Continuing Education. The team proposed a "program of continuing education that allows employees to more fully reach their potential...while providing...skills and knowledge necessary for the 1980's and 1990's."



*A. J. Skeen works on the continuing education modules diagram.*

Fifteen years of experience in established government educational efforts have prepared A.J. for her Region 4 assignment. Her most recent job was program manager for management training in the San Francisco Regional Office of Internal Revenue Service (IRS). Through in-house, formal classroom training or seminars or university courses, A.J. made sure mid- and upper-level IRS managers got training outlined in individual development plans.

Her first project in San Francisco was managing a course development project. She helped design, recruit managers to write, and arrange pilot testing of a course for mid-level collection managers. All IRS districts now use the course.

A.J.'s commitment to education goes back even further. An education major at Utah State University (USU), she took a break to marry and support a husband through his university degree. In between raising a family, she started working part time at the Ogden IRS Service Center, then went back

to school where she earned her degree. Since then she's done graduate work at USU and has been certified to teach in Utah.

"My career goal was to become involved with training," said A.J. She switched from IRS accounting to employee development as an assistant, then a specialist. Later she was district training officer for IRS districts in Salt Lake City, Boise and Helena.

In those jobs, A.J. taught, trained instructors, evaluated course materials, recommended curriculum changes and maintained good working relationships with universities, private education firms and other consultants.

"You have to know what's going on in the field—what seminars and courses are being offered—so you can get the right training for your people."

Those contacts and skills are invaluable for A.J.'s new job—developing opportunities for employees to obtain skills needed to cope with the future.

The Continuing Education Delta Team proposed a menu of courses to be developed and taught over the next few years.

A Continuing Education Steering Committee, created to implement the Delta Team recommendations, outlined priority courses and asked various staff groups to develop them.

Courses planned for the first round include Fundamentals of Communicating, Fundamentals of Decisionmaking, "Towards Excellence," Meeting Management, Social-Institutional Awareness and Economic Awareness.

A.J. helped course developers—many new to the task—come up with cost estimates and objectives for each course which were presented to the Regional Forester, Deputies and Directors by the Steering Committee in May. Plans are to include funds for the first round of "pilot" courses in the fiscal year 1987 budget.

In November, the Regional Forester, Directors, and the Delta Futures Group will test the program with a "Towards Excellence" session.

"A Region 5 facilitator will put on the first of five modules for us," A.J. explained. "That will give us a good feel for the course and allow top managers to decide whether they want to go through the program and how we go through the program."

The course is based on the book, "In Search of Excellence," which detailed two consultants' findings on what makes an excellent organization. Because visionary top management is

key to effective organization change, "Towards Excellence" is designed so top managers learn the principles first. The principles will then filter down through the organization by each level training the next level.

The Futures Group, Steering Committee, A.J. and Tom Roederer (Deputy Regional Forester for Resources and mastermind of the Delta Team effort) will preview a similar manager training course, "Investment in Excellence," this September. A.J. and John Phipps, Sawtooth District Ranger and Futures Group member, have arranged a short "executive overview" by the developer, Pacific Institute.

Development of other courses depends on the content and the developer, A.J. said. For instance, the Information Office will work with a private or university consultant to develop the "Fundamentals of Communicating" and "Social-Institutional Awareness" courses. Dave Iverson, Planning and Budget, will develop an in-house "Economics Awareness" course. Bill Brooks, Vern Fridley and Jim Suhr are developing a series of modules on meeting facilitation and management.

Suhr, a member of the Delta Core Team that initiated the continuing education effort, has already developed and pilot-tested three courses and has several more in the works, in

addition to the first set of priority courses.

Suhr started developing management courses on his own several years ago because the field interested him. An engineer, Suhr now "engineers management systems" as he puts it. He was asked last year to work part time on helping implement Continuing Education Delta Team recommendations.

A.J. said the first cycle of courses is scheduled to take about four years with more than 100 Region 4 employees, mostly District Rangers or prospective Rangers, as the initial targets. However, both Suhr and Skeen believe the effort will be ongoing and touch all employees, if it is successful.

Suhr's delighted with the new program's progress but "what's really important is that it continues to be dynamic; something we keep alive. Even the four-year program will probably look different by the end of four years, if it's working right."

"Education is not finished in high school, college, graduate school or technical school," added A.J. "It's an ongoing process of lifelong learning."

Cindy Chojnacky  
Information Office

□

## SERVICE AWARD GOES TO FRIDLEY

Those gathered at the conference stood and applauded as Shelley Davis, outgoing President of the Idaho Society for Energy and Environmental Education (ISEEE), presented



Vern Fridley, Region 4 Environmental Education Officer.

the Society's "Outstanding Service Award" to Vern Fridley at Sun Valley, Idaho, this past spring.

The letter, which accompanied the walnut and bronze plaque, cited Vern's contributions to environmental education in Idaho since moving to Boise from Oregon in 1966. Membership of the Idaho Society for Energy and Environmental Education, established in 1983, is comprised of state and federal resource agency employees and educators from colleges, universities and the public school system.

The letter mentioned specifically the development of the Alpine Conference. "In its eleventh year, it is still one of the best workshops ever offered in Idaho." The letter also cited the Sawtooth Workshop, "...which provides an opportunity to examine natural resource issues in a neutral way. This workshop truly represents the basic goals of EE." This workshop is co-sponsored by the Idaho Department of Water Resources and the College of Idaho.

ISEEE expressed appreciation for Vern's "most generous contribution to EE and 'us in Idaho' in founding the Intermountain EE Training Team." This group is made up of about 60 active workshop facilitators from all walks of life.

Vern has been Regional Environmental Education Officer for Region 4 since 1972. In 1980 he was presented the American Motors Conservation Award. He is a part of the Information Office Staff where he is responsible for public involvement as well as environmental education. □

## TOOLS FOR NATURAL RESOURCE EDUCATION

There are many national programs and "packaged" sets of material available to help managers effectively assist in natural resource education. The Information Office has a few samples of the 10 or 12 more relevant programs which can be loaned to the National Forests and "cooperating" teachers and organizations. Here is a summary of eight of the most requested programs:

### 1. PLT (PROJECT LEARNING TREE)

Developed by teachers for The American Forest Council and the Western Regional E.E. Council. Includes a kindergarten to sixth-grade activity guide, containing 89 activities, and a seventh to twelfth-grade guide. The activities in both guides use the theme, "The Forest," to teach basic skills in science, social studies, math, language arts, health and fine arts. Here are other PLT resources:

- Film, "Galactic Garden," about renewability (12 min.)
- New supplement on forest management (available in 1987)
- Computer software on management choices by forest type (available in 1987)
- Workshops available in all Intermountain states
- "The Branch," a national newsletter

A guide is provided free to those who attend a one-day workshop. Forty-two states have "official" programs including a state coordinator.

### 2. O.B.I.S. (OUTDOOR BIOLOGY INSTRUCTIONAL STRATEGIES)

Developed at the University of California, Berkeley, the materials are now available from Delta Education; Box M; Nashua, NH 03061; for \$6.80-\$14.40 per module (set). Twenty-six different modules are available, each with 6-10 activities relating to wildlife, plants, insects, soils, water and other resources.

Designed for fourth to sixth-grade students, they are easily adapted for other grades. About one-third are games, one-third are arts/crafts, and one-third are investigations. All are keyed to making the study of biological concepts fun, challenging and concrete. Some typical modules include:

—Adaptations	—Animal Behaviors
—Backyard	—Pony
—Desert	—Forest
—Schoolyard	—For 8-11 Year Olds
—For Large Groups	

### 3. PROJECT WILD

Newly revised and reprinted in 1985 by co-sponsors, Western Association of Fish and Wildlife Agencies and the Western Regional E.E. Council. Inquiries should be made

to the local fish and game agency in your state.

Project WILD consists of an elementary and a secondary activity guide, each containing about 80 activities. The activities use wildlife principles to teach basic skills in science, social studies, math, language arts, health and fine arts. A guide is provided free to those who attend a workshop. A new aquatic supplement will be available in 1987. The program has already been adopted in 39 states, including all those in Region 4. Workshops are available, often locally.

### 4. IYE (INVESTIGATING YOUR ENVIRONMENT)

Developed for the Forest Service in 1970 and modified periodically since then. Packet (FS-349) contains 4-hour resource investigations, each a collection of short tasks designed to learn about one's local environment. Many tasks can be done separately. Most can be done indoors, on the school ground, or in the neighborhood, and some would involve a field trip. All are designed for students to collect and interpret data and then come to some conclusion about the data's meaning. Investigations include:

—Soils	—Land Use Planning
—Animals	—The Human Environment
—Water/Streams	—Plants
—Forests	—Developing Investigations

It is available through most Regional Offices or from Superintendent of Documents, Washington, D.C. 20402 for \$8. Detailed lesson plans are designed to be used with third-grade students to adults. Equipment can be loaned or purchase information provided from the Intermountain Regional Information Office; 324 25th Street; Ogden, UT 84401; (phone: (801) 625-5348). IYE workshops are available.

### 5. NATURE SCOPE (RANGER RICK'S)

Developed in 1985 and published by the National Wildlife Federation, 1412 16th Street N.W., Washington, DC 20036. Subscription costs are \$18 per year and include five issues during the school year.

Each issue is subject oriented and organized into five or six chapters or topics. Each issue (subject) has activities for the following age groups: Preschool (ages 3-5), Primary (kindergarten to second grade), Intermediate (third to fifth grade), Advanced (sixth to seventh grade). Subjects to date include insects, dinosaurs, weather, deserts, astronomy, trees, and amazing mammals, part I.

The newer issues contain a colored poster or a newspaper (current events) about the subject. As an example the "Trees Are Terrific" issue has a poster called, "We All Need Trees" and the booklet has topics such as, "What Makes a Tree a Tree?", "Growing Up a Tree," "The Forest

*Community," "People and Forests," and "Trees in Our Lives."* All issues have a glossary and bibliography.

#### **6. WOODSY OWL ENVIRONMENTAL EDUCATION LEADER'S KIT**

*The new (May 1986) packet is available from participating Forest Service offices. Packets are free (1 per instructor) and are not copyrighted.*

*Kits are designed for preschool to grade 3 teachers. They were developed to fill a void in environmental awareness materials for that age group. The packet contains a leader's guide to the activities, a phonograph record of songs and sounds, two posters, a sheet of stamps and activity sheets for kids. Sheet music is also provided. It is organized into four sections:*

—ENVIRONMENTAL AWARENESS (*discovery walk, "focusing in" on the environment, living things need each other*)

—ENVIRONMENTAL PROBLEMS (*litter hurts everyone, ouch-my ears hurt, Choke! Choke! Cough! Cough!, vandalism: let's stop it, and others*)

—ENVIRONMENTAL SOLUTIONS (*adopt a spot, recycling, vandalism, spreading Woodsy's ways*)

—RESOURCES (*Woodsy Owl costume guide, publications, films, "Woodsy's Way"—a short story*)

#### **7. RANGER RICK**

*Developed by the National Wildlife Federation; 1412 16th Street N.W.; Washington, DC 20036. A 1-year subscription is \$12.*

*This is a monthly magazine designed for children, ages 6-12, and is filled with stories, wildlife adventures, poems, colorful photos and illustrations, puzzles, and student contributions. Subscriptions to Ranger Rick also include memberships with card, decal, etc., to the Ranger Rick Club. This is by far the largest single EE effort nationwide in the public schools. This magazine assists youngster thinking, doing, learning, questioning, and reading topics related to nature and natural resources.*

#### **8. THE CLASS PROJECT**

*Developed by the National Wildlife Federation; 1412 16th Street N.W.; Washington, DC 20036. The Class Project is a series of investigations and projects designed for junior high students covering six content areas:*

- Energy Use
- Environmental Issues
- Forest/Watershed Management
- Hazardous Substances
- Wetlands
- Wildlife Habitat Management

*The investigations introduce students to environmental concepts and prepare them for involvement in class projects. Included are Teacher Instructions and, in some cases, Student Worksheets which can be reproduced easily for distribution to all students. Applying the skills to community action projects is the next step in the learning process. A class project is any activity through which students enhance the quality of the local environment. It should focus on problems existing in the local community and draw on the expertise of local service organizations and resource agencies.* □

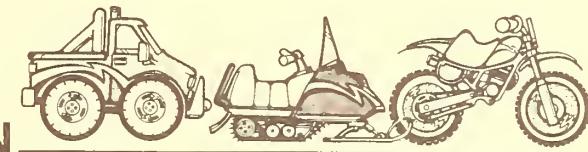
## **SUPPORT TREAD LIGHTLY CAMPAIGN**

G. Donald Gale, Vice President of News and Public Affairs for KSL, issued the following editorial for broadcast on July 10:

"The Forest Service has begun a "Tread Lightly" program to reduce damage to the national forests by trail bikes, four-wheel drive trucks, and all-terrain vehicles.

"The program deserves support, especially by responsible users of off-road devices. The irresponsible users cause most of the trouble, but if the Forest Service is forced to prohibit all access, then everyone will pay the price.

"Some ATV owners do dumb things. They gouge tracks on the mountainside, creating erosion channels. They run over young trees, shrubs, and grasses, killing the vegetation that holds water and soil. They chase wild animals, separating



parents from young and frightening the animals. They run through fences and break down "No Trespassing" signs. They churn deep ruts into soft roads and trails, forcing costly repairs. They skirt lakes and streams, disturbing the vital marshlands which support wildlife. And they trespass on private property or designated wilderness areas.

"No doubt, only a minority of ATV users perform these destructive acts. The majority obey the rules. But the responsible majority may lose access privileges if the irresponsible minority is not controlled.

"KSL urges off-road vehicle users to obtain the "Tread Lightly" booklet from the Forest Service. Pay attention to the guidelines in the booklet. And when you see others ignoring the guidelines, let them know they are treading on your recreational opportunities." □

## THIS IS ONE FOR THE BIRDS...

Richard Williams, Wildlife Biologist, and Roy Daniels, District Ranger, were puzzled by the sudden appearance of hundreds of identical bird boxes last summer on the Heber Ranger District, Uinta National Forest.

Inquiries to other agencies and known birding/wildlife organizations in the area produced no results.

Intrigued, Williams and Daniels sent out a news release asking, "Mystery Bird Lover, Where Are You?"

The story produced results. The mysterious bird lover sent a postcard to the District identifying himself as Paul Farnsworth, age 70, Salt Lake resident.

Still intrigued and with hopes of coordinating Forest management with Farnsworth's efforts, District personnel invited him to meet with them and explain his work.

Birdhouse building began in 1979 when Farnsworth, recently retired from masonry work, saw an Eastern Bluebird Society ad in a Salt Lake paper.

Farnsworth is not sure why he responded to this particular ad. He admits his favorite color is blue. The fact that the bluebird is an insect eater and benefits mankind probably influenced him. He loves to see bluebirds, especially in the summer when their colors are intense. "They are a joy to behold when flying," says an enthusiastic Farnsworth, but the one thing that probably motivated him the most was the fact that most Americans have never seen a bluebird or heard one sing.

It saddens Farnsworth to know that the American bluebird population is rapidly declining. The population has been reduced 90 percent in the last 40 years. Bluebirds are suffering from loss of habitat, loss of housing, loss of food (especially berries needed to survive the winter months), and newly introduced competitors such as the aggressive English sparrow.

It was to combat this decline that the Eastern Bluebird Society sent out ads asking people to build bluebird trails and to write the Society for free information on how to do this.

Since then, Farnsworth has spent a couple of thousand dollars and several hours a day building 3,000 bluebird houses. It takes 6,000 pieces for 1,000 houses. Although most of the wood is donated by lumber companies, the screws, tools, and protective linseed oil are not.

Farnsworth first mounted the houses in golf courses, cemeteries and city parks. It was only recently that he expanded into the wilder

areas of the National Forests.

The bluebird needs open meadows for food. Williams talked with Farnsworth about putting the bluebird trail in recently burned or cut areas. The bluebird would benefit from an area with optimum habitat and foods and the Forest would benefit from coordinating with Farnsworth's project. Some monitoring of the success of the boxes could also be done by Forest Service personnel in the area.

Checking the trail of nine boxes in an aspen clearing near Strawberry Reservoir revealed several nestings of wrens. These boxes had obviously become the territory of another species, a frequent occurrence. Much of the bluebird decline is attributed to the successful rivalry of other species for the same nesting sites.

Success was nearby, however. A box on a fence line near an open meadow and wetland had some bluebird young.

Williams encouraged Farnsworth to proceed with his plan to put up 1,000 more boxes on the Heber Ranger District in locations suggested by the District.

Although only occasional bluebirds are seen on the District today, more are expected in the future if Farnsworth's bluebird trail of birdhouses proves successful.

Ann Matejko  
Public Affairs Officer  
Uinta National Forest



Paul Farnsworth and Richard Williams, Wildlife Biologist, Heber Ranger District, check the birdhouses. □

## CONCERN CORNER

Last month's Concern Corner discussed an article by Dr. George Vaillant\* on stress that emphasized the relationship between psychological maturity and physical health and longevity. This is a continuation of that article.

Each of us uses a variety of techniques to relieve tension and shield ourselves from painful experiences. Not all of our self-protective maneuvers are carried out consciously. Those techniques that we employ unconsciously to alleviate anxiety and eliminate conflict are called ego-defense mechanisms. All ego-defense mechanisms reduce stress, but they differ in their long-term success. The following are considered mature and desirable:

— Altruism - Constructive service to others that is gratifying to the doer.

— Humor - Can facilitate our ability to express feelings and anxiety-provoking thoughts without causing distress to ourselves or others. Forbidden wishes can be expressed without being acted on. (Humor directed at those nearby is not similarly productive.)

— Suppression - Conscious or semi-conscious decision to postpone paying attention to an unpleasant conflict, subject, or impulse, rather keeping it "in mind" non-constructively. (As Scarlet O'Hara said in *Gone with the Wind*, "I'll think about that tomorrow.")

— Anticipation - Realistic experiencing of both thoughts and feelings associated with future conflict or loss. Involves planning for future discomfort in a realistic fashion to effectively decrease anxiety.

— Sublimation - Supports civilization by diverting instincts (sex and aggression) into personally and socially acceptable channels with minimal guilt and frustration. One common example is competitive sports where aggression is tamed and channeled but not inhibited.

All defense mechanisms screen reality and alter feelings.

Mature ones do so gracefully and flexibly. They promote recognition of feelings and resolution of internal conflicts.

Immature defenses are those that keep feelings and conflicts from becoming conscious or push them from consciousness. They often allow us to shift responsibility for our feelings, impulses, motives and conflicts from ourselves to our environment (other people, circumstances, etc.). These defenses may protect us from distress, but do so at a significant cost because they grossly distort reality and hamper our ability to establish satisfactory relationships and bonds of affection with others—others such as spouse, children, neighbors, co-workers, subordinates, supervisors, etc.

People who use primarily mature defenses are happier, grow old more gracefully, and enjoy better mental health and relationships with others. Creative and mature defenses may spare the body better than fantasy or paranoia because they approximate reality better and promote bonds of affection with others. Social supports created by these bonds contribute to emotional and physical health.

With so many of us in the Region under stress, relationships on the job may become tense from time to time. According to Vaillant, the best way to alter the defensive style of someone under stress is to make the environment more predictable and supportive. Predictable may not be possible, but supportive certainly is. Supportive means to me that we must listen to each other—not lecture or discount the stress or distress we hear.

If you need help with the mechanisms you use to adapt to your world, there are professionals who can help you. Call the Concern Program (FTS 586-5295 or commercial 801-625-5295) for assistance in finding help.

Sonnet W. House  
Concern Program Advisor

\*George Vaillant, M.C., *The Harvard Medical School Mental Health Letter*, July 1986.



## STANLEY STUDENTS REACT TO FISHERMEN'S LITTER

One of the best steelhead seasons in years brought an abundance of fish anglers to Stanley Basin and a lot of litter along the Salmon River.

Pupils of the Stanley Elementary School decided to do something about the litter problem. Through their actions, they hoped to convince anglers to carry their trash home with them.

As one 10-year-old girl put on her poster: "Steelhead fishermen should be sportsmen, not slobs."

The children in Mary Ellen McCartin's class each drew a poster with a message they hoped would get people's attention. The posters were then put up around the small town of Stanley and at some of the more popular fishing spots on the river.

National Forest Service Technician Steve Lipus said the excessive amount of trash along the river forces Sawtooth Forest summer employees to spend much of their initial time on the job cleaning up the riverbank instead of preparing campgrounds and picnic areas for visitors.



## VACANCIES FILLED ON THE INTERMOUNTAIN REGION MANAGEMENT TEAM

### JOHN V. LUPIS

A familiar face moved to a new setting with new responsibilities on August 31. John Lupis, who has been Dixie National Forest Supervisor since March of 1984, has been appointed Regional Engineer replacing Sterling Wilcox who is now Director of Engineering in the Washington Office.



*John Lupis, Director of Engineering.*

from West Virginia University with a civil engineering degree.

Other assignments during his 25-year career include Assistant Forest Supervisor of the Clark and Mark Twain National Forests in Missouri and Director of the Objibway Job Corp Center in the Ottawa National Forest in Michigan.

### JAMES H. HASKELL

James H. Haskell has been named Director of Information Systems for the Intermountain Region effective September 14.



*James Haskell, Director of Information Systems.*

His new duties will be directing all activities related to computer science and electronic communication systems as well as sharing in the many administrative functions of the Region.

Jim has a Computer Science degree from Southern Illinois

John's background is engineering-oriented, having served six years on our Washington Office Engineering Staff (six months of that as a legislative fellow on a Senatorial staff), Forest Engineer on the Allegheny National Forest in Pennsylvania, and various other engineering positions on the Superior National Forest in Minnesota, where he began his career after graduating

University (1970) and a Master of Science degree in Statistics from Virginia Polytechnic Institute (1973).

His hobbies include softball, racquetball and golf.

### JAMES CASWELL

James Caswell, new Deputy Forest Supervisor on the Boise National Forest, has been the appeals coordinator for the Pacific Northwest Region of the Forest Service for the past two years in Portland. His previous Forest Service assignments include being a District Ranger on the Willamette National Forest as well as working on the Umpqua and Umatilla National Forests, all in Oregon.

In addition to his Forest Service experience, Caswell also worked for the Bonneville Power Administration and the Bureau of Land Management.

Caswell is a forestry graduate from Michigan State University and a Viet Nam veteran.

He and his wife, Susan, have three teenage children—Becky, Kurt, and Cari.

### BERTHA C. GILLAM

Bertha C. Gillam soon will report as the new Deputy Forest Supervisor on the Wasatch-Cache National Forest.

Her most recent assignment was District Ranger of the Custer Ranger District. Other positions she has held since being employed by the Forest Service in 1977 include Resource Staff Assistant, Bearlodge Ranger District; Range Conservationist, Pawnee National Grasslands, Roosevelt National Forest; Forest Botanist, Bighorn National Forest; member of the Land Management Planning Staff and a group leader for the Land Classification Team on the Bighorn National Forest.

Born and reared in Potosi, Missouri, Bertha earned her Bachelor's degree in Botany and Biology from the University of Missouri (1970). In 1972, she received her Master's degree in Botany and Ecology from Montana State University. After completing range management work at the University of Wyoming and Colorado State University, she taught Botany at Montana State University. Other government service was with the U.S. Geological Service in 1974.

She is a member of the Society of Sigma XI, Society for Range Management and Society of American Foresters.

Bertha is married to Lindell E. Gillam, who has been an air traffic control manager with the Federal Aviation Administration.

## BOY SCOUT CAMPING ETHICS

The following letter was sent by the Mountain View Ranger District, Wasatch National Forest, to the Lake Bonneville Council of the Boy Scouts of America:

"As US Forest Service Rangers working in Utah's High Uinta Mountains, we have the opportunity to observe and contact many groups and individuals seeking outdoor recreation. Among the most frequent visitors to the High Uintas Wilderness are members of the Boy Scouts of America. A select few of the Boy Scout troops we meet are notable for their willingness to learn and practice minimum impact camping ethics. The following are two such groups which we believe deserve recognition for their attitudes regarding wilderness camping and the admirable leadership which the boys in these troops are receiving.

"The young Boy Scouts of Troop 295 from Plain City easily constituted one of the most organized groups we met this season. Camped out of sight among the trees, the leaders of these boys cared enough to supervise formal activities to help their Scouts learn more about the wilderness they were visiting. The boys themselves were enthusiastic and receptive to the no-trace camping message we presented and made an effort to cover up the signs of their visit.

"Likewise, the boys from Troop 387 of the Lake Bonneville Council deserve acknowledgement for their enthusiasm and willingness to work at becoming good campers. Inspired by conscientious leadership, these boys helped reconstruct a sign for us and even asked us to inspect their campsite when they moved. Any lack of experience the people of this troop faced

was more than compensated for by their attitude to help protect and preserve their surroundings.

"Unfortunately, the leaders and Scouts in these troops stand out because they represent a minority among the numerous Boy Scout troops we encounter. For various reasons, including lack of leadership, lack of education, lack of experience or simply a lack of concern, the majority of the Boy Scouts we encounter impact heavily upon the wilderness. We have seen the Boy Scouts of America develop a reputation among wilderness users as possessing undesirable camping habits. These habits result not only in a poor wilderness experience for the Scouts involved but, also, in a degraded experience for those who follow. We continue to emphasize that all Scout troops planning to enter the outdoors should view the Leave No Trace program available through the Forest Service.

"The High Uintas Wilderness is a beautiful and fragile environment which has the potential to reward us with primitive recreation opportunities for generations to come. However, such a future can only be assured if all wilderness visitors are at least as conscientious as the troops mentioned above. We challenge the leaders and troops of the Boy Scouts of America to meet the high standards these two troops have set for themselves."

/s/ Joanne Garuccio and Rodger Renstrom

*(This letter was published in the Bonneville Council Summer 1986 Newsletter.)* □

## SHARED CHRISTMAS EXPERIENCES

Only 71\* shopping days until Christmas. That statement is not meant to activate your peptic ulcer but to activate your memories of "Christmas Past"—some Christmas memory that makes you feel warm and nostalgic each time you think of it.

Won't you put that memory down on paper and submit it for consideration for inclusion in the December issue of the Intermountain Reporter?

Examples of what we're looking for are:

- A Christmas community service you were involved in.
- A special family or Forest Service tradition.
- Christmas decorations made from forest products.
- A Christmas spent in a forest setting.
- Your most memorable Christmas.
- Your most memorable gift (given or received).

Obviously, these are just suggestions. You probably have many other suitable Christmas stories buzzing around in

your head. They need not be work related but, if they are, so much the better.

Don't be hesitant about including photographs. They always add interest and will be returned to you.

Be sure to include your name, position, and unit.

Editorial discretion will be used in selecting those stories considered most appropriate for this publication. As always, the editor has the prerogative to make cuts or revisions for readability and to fit available space.

Share your stories by sending them to the Editor of the Intermountain Reporter, Information Office, RO. They can be handwritten, typed or sent via DG to C. Anderson:R04A by November 1.

Only 24\* days until your stories should be submitted.

\*Countdown beginning September 29. □

## BOISE NATIONAL FOREST OUTREACH EFFORT

On July 15, the Boise National Forest met with leaders of key outreach groups in the Treasure Valley area. Activities included an office overview of some Forest programs, with emphasis on personnel and contracting, and a field visit to observe recreational opportunities, firewood programs and trails and campgrounds for the handicapped.

Jack Lavin, Forest Supervisor, said, "We consider the day a huge success with good dialogue and information exchange. We had an opportunity to ask as many questions of them as they did us. I believe we opened a valuable line of communication that will benefit women, minorities and the handicapped, as well as the Forest Service." □

## STUDENTS LEARN IN- TRICACIES OF RANGE RIDES

Spring is the season for range rides and pellet group transect readings by interagency personnel of the Forest Service, Bureau of Land Management and Division of Wildlife Resources.

These studies, along with other data, are used in the next year's deliberations for big game recommendations to the Board of Big Game Control.

Earlier in the year McKay Jenson, FFA instructor at Richfield High School, asked some local interagency personnel to give a presentation to his natural resources class. One thing led to another and an on-the-ground, hands-on learning experience was arranged. The field trip was soon expanded to include the natural resources class from North Sevier High School as well.

Twenty three students; two instructors; Bert Lowry, Wildlife Biologist with the Forest Service; Blake Walbeck, Soil Conservation Service; and one citizen participated.

Threatening weather did not dampen the enthusiasm of the students as they sallied forth, mounted on horseback.

Besides gaining a better appreciation for the intricacies of range and big game management, student experiences included learning what to look for to determine the condition of big game critical ranges, how to tell if the dead deer they encountered died of malnutrition or from predators, methods used to determine deer days use per acre, how to determine the productivity of a range for livestock, what is being done to improve ranges, awareness that riding a horse (for some) can have its drawbacks, and knowing how miserable one can be in a short period of time if it rains, snows and blows while you're trying to fix lunch.

All in all, it was a memorable day. □

## SEEDLINGS PLANTED BY STUDENTS

All together about 75 fifth- and sixth-grade students, in cooperation with the Forest Service, planted 3,000 two-year old ponderosa pines in two different locations on the Fishlake National Forest this past spring. The students were from Loa, Koosharem and Ashman Elementary Schools.

The teachers from all of the schools indicated they thought the project was a great experience. It allowed the students to get out and get their hands dirty and learn first-hand about trees—they way they grow and how to plant them.

Trees planted by the group last year had over 70 percent survival which is considered good. □

## AWARDS

### BOISE NF

#### Employee Suggestions

ROBERT KIPP, Forestry Technician, Mt. Home RD - For the development of a portable carrying unit for the HP71B computer and components. BARBARA HARPER, Information Receptionist/Typing, and CHARLES SWEARINGEN, Forestry Technician, Idaho City RD - For changing the traditional FS cruiser vest to one having comfort, flexibility, and a high productivity rate with less strain on field-going personnel. PAULA BERGER, Civil Engineering Technician, Emmett RD - For developing a Data General program to computerize the purchaser road credit accounting system resulting in both cost and manpower savings.

#### Quality Step Increase

WILLIAM MOATS, Supervisory Civil Engineer, Idaho City RD - For performing at "Exceeds Acceptable" level or higher for past two years. He makes many contributions to the engineering shared service zone on a regular basis.

#### Special Act

JAMES CIARDELLI, Forestry Technician; DAVID HALE, Supervisory Forester; and HUGH IRISH, Forester, Lowman RD - For superior performance and extra effort in timber sale preparation for removal of Lowman District blowdown salvage material.

PIETER YTSMA, Forestry Technician, Emmett RD - For demonstrating a very high standard of work accomplishment in fuels management and fuelwood.

DAVE SAVAGE, Forestry Technician, SO; MARK (BUD) PECKHAM, Forestry Technician, SO; EUGENE FUQUA, Forestry Technician, Cascade RD; and ROBERT KIPP, Forestry Technician, Mt. Home RD - For having demonstrated outstanding technical skills, adaptability and initiative relating to implementation of advanced measurement (scaling) systems.

### DIXIE NF

#### Length of Service

WILLIAM R. HOUSTON, Range Technician, Cedar City RD - 10 years BOYD J. HISKEY, Lead Range Technician, Teasdale RD - 20 years JAMES T. BAYER, Soil Scientist, SO - 20 years DAVID F. HARRIS, Civil Engineering Technician, SO - 20 years

### FISHLAKE NF

#### Special Act

VINCENT E. PACE, Supervisory Range Conservationist, Richfield RD - For outstanding work with permittees in obtaining compliance with annual plans of use, maintenance of improvements, and discouraging unauthorized livestock use on National Forest lands. □

# PERSONNEL

## REGIONAL OFFICE

### Appointment

MICHELLE (SHELLEY) HEAPS, Clerk-Typist, Personnel Management

### Promotions

DIANE HADLEY, Clerk-Typist, Information Office  
 ANENA ROBERTS, Clerk-Typist, Regional Forester's Office  
 STEVEN WINWARD, Cartographer, Engineering  
 JUDI CHATLIN, Budget Analyst, Planning and Budget  
 PATSY O'DONOVAN, Cartographic Technician, Engineering  
 SUSAN BYBEE, Realty Specialist, Recreation and Lands  
 RUSS ROGLER, Acting Regional Engineer (temporary)  
 KIM BARBER, Wildlife Management to Wildlife Biologist/Range Conservationist on Mountain City RD, Humboldt NF

### Resignation

ANITA JAHNER, Clerk-Typist, Clerical Pool

### Transfer Out

DOUGLAS B. LEE, Administrative Services, to Washington Office

## BOISE NF

### Promotion in Place

MIKE TODD, Supervisory Contract Specialist, SO

### Promotion, Reassignment or Transfer

DOLORES SMALLEY, Appraiser, SO, to Bureau of Land Management in Oregon

## BRIDGER-TETON NF

### Promotion

CHRISTINE A. WAGNER, Voucher Examiner to Support Services Supervisor, SO

### Promotions in Place

ROSEMARY M. HOUSER, Clerk-Typist, Greys River RD

STEPHEN MORRIS, Communication Specialist, SO

CAROLYN J. TEMPLE, Forestry Technician, SO

### Reassignment

DIANE E. ADAMS, Resource Clerk, Pinedale RD, to Resource Clerk, Big Piney RD

### Transfer In

PAUL T. ARNDT, Economist, SO, Sawtooth NF, to Assistant Land Use Planner, SO

## DIXIE NF

### Appointments

ELVIN G. COX, Electronics Technician, SO

DALE WESTON WOODBURY, Range Technician, Pine Valley RD

### Promotions in Place

LUCILLE R. AMADOR, Clerk-Typist, SO

DELLA M. RASMUSSEN, Computer Operator, SO

MICHELLE GREEN, Clerk-Typist, SO

MICA D. CHURCH, Clerk-Typist, SO

CHARLENE H. SPENCER, Support Services Specialist, Escalante RD

### Promotions, Reassignments, or Transfer

THOMAS G. SUWYN, Forestry Tech., Pine Valley RD, from Targhee NF

MARIANNE BREEZE, Supervisory Range Con., Powell RD, from Humboldt NF

### Reassignments (on same Forest)

SCOTT C. NANNENGA, Forester Trainee, Escalante RD

MARILYN C. SQUIRES, Support Services Specialist, Pine Valley RD

### Resignations

MILDRED O. VAN AUDAL, Clerk-Trainee, SO  
 WILLIAM L. PELLE, Forestry Aid, Escalante RD  
 JAY M. LOWDER, Forestry Technician, Teasdale RD  
 LISA A. LOWDER, Forestry Aid, Teasdale RD  
 VERDA E. BRINKERHOFF, Clerk, Teasdale RD

### Transfer In

VICKI ANN HAMM, Support Services Specialist, Teasdale RD, from Capitol Reef National Park

## FISHLAKE NF

### Appointment

TAKAKO SCOTTORN, Clerk-Typist (Reinstated), Fillmore RD

### Promotions in Place

GLENNNA FORBUSH, Procurement Clerk, SO  
 NATALIE H. MORRELL, Clerk-Typist, to Resource Clerk, Loa RD  
 SHARON ANN ROBISON, Resource Clerk to Support Services Specialist, Fillmore RD

### Promotion, Reassignment, or Transfer

CHRISTINE A. JAUHOLA, Fishery Biologist, Dixie/Fishlake NF's, to Gifford Pinchot NF, R-6

### Retirements

BONNIE R. JORGENSEN, Realty Specialist, SO

DARREL E. HINTZE, Range Conservationist (Minerals), Richfield RD  
 PATSY C. IVERSON, Support Services Specialist, Fillmore RD

## PAYETTE NF

### Promotions in Place

SIGNA HUTCHISON, Support Services Specialist, Weiser RD

LARRY LOVITT, Supervisory Forestry Technician, McCall RD

## TARGHEE NF

### Promotion

SUSAN E. FARRELL, Engineering Aid to Electronics Technician, SO

### Promotion in Place

MAUREEN E. THOMAS, Forestry Aid, Island Park RD

### Reassignment

ALOMA A. PHILLIPS, Resource Clerk, SO, to Clerk-Typist, Palisades RD

### Retirement

JOHN A. LARICK, Forestry Technician, Dubois RD

### Transfer In

BRENT ERSKINE, Forester, Sanpete RD, Manti-LaSal NF, to Palisades RD

### Transfers Out

DALLAS K. HINCKS, Clerk-Typist, Palisades RD, to Voucher Examiner, Department of Navy

MIKE COOK, Range Conservationist, Palisades RD, to Range Conservationist, Spanish Fork RD, Uinta NF



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 Colleen Anderson, Editor  
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## PARTING SHOT

—On August 11, the Logan Ranger District relocated its offices. Office space is now being shared with the Forestry Sciences Lab at 860 North 1200 East. Sharing the remodeled offices brings about a cost savings without reducing or compromising services to the public and Forest users. The Logan District's office hours and telephone number (753-2772) will remain the same.

—Blackhawk Campground, designed and built for horse riders in the Nebo Loop area of the Spanish Fork Ranger District, Uinta National Forest, was the site for the Utah State Arabian Horse Club's Annual Competitive Ride of 35 miles over rough terrain on August 1-2. The competitive ride was open to all breeds of horses. The entry fee was \$30 which included campground costs and a catered dinner after the ride. The campground has tieup stalls, extra long parking for horse trailers and water hookups for horses at each campsite. Numerous trails take off from the campground into some very beautiful country.

—Fifty-six former employees of the Salmon National Forest and their spouses enjoyed good food and the telling of tall tales at the Old Timers Picnic held at Twin Creeks Campground on July 12. Twenty-five old timers traveled from

out of state to attend the affair. The senior old timer present was Howard Tingle; Victor, Montana; who began working on the Salmon Forest in 1933. He retired in 1969. Rex and Marg Naanes from Erie, Kansas, traveled the greatest distance to attend the picnic. Naanes was District Ranger of the North Fork District from 1950 to 1955.

—The Utah Wilderness Association (UWA) has announced two personnel changes. George Nickas has been promoted to Assistant Coordinator. He will assist the UWA Coordinator in day-to-day management of all UWA resource and educational programs. Gary Macfarlane has been promoted to Conservation Director. Dick Carter will remain as Coordinator of UWA but will move to Cache Valley.

—Four Indian firefighters were killed and 14 injured August 24 when an Idaho National Guard truck overturned on the way to the Garden Valley fire camp from the Anderson Creek fire. The firefighters in the truck were members of the Santa Fe National Forest's Jemez No. 4 crew. A memorial fund has been established in memory of the four crew members that were killed. Contributions may be made to the: Firefighters College Scholarship Fund; c/o Governor of Jemez Pueblo; P.O. Box 78; Jemez, NM 87012. □

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